San José State University
Social Science/History

History 20B, History of American Peoples, 80, Fall, 2019

Course and Contact Information

Instructor: Laura Guardino
Office Location: DMH 321
Telephone: (408) 710-0783 cell phone
Email: Laura.guardino@sjsu.edu
Office Hours: Monday 3:15-4:15 or by appointment. Please call or text me before or during this time and we can set up a video conference if needed.
Class Days/Time: Monday-Sunday
Classroom: http://my.sjsu.edu/ (online only)
GE/SJSU Studies Category: GE Area US1

Course Format

Technology Intensive, Hybrid, and Online Courses

This course is delivered online through Canvas (http://www.sjsu.edu/at/ec/canvas/index.html). Success in the course requires active participation by logging in multiple times a week for updates, to complete assignments, complete activities, review lectures and participate in discussions. You should ideally set aside a minimum of 5-8 hours per week for this course, although depending on your level of comfort and experience with history and technology, it may be longer. Check out What Makes a Successful Online Student? at http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp

You will be required to purchase a digital learning resource, access Canvas multiple times a week and use video conferencing software. All assignments will be submitted through our digital learning resource, Globalyceum. Grades will be kept in Globalyceum and the final grade will be recorded in MySJSU.

Link for Students Regarding Canvas Issues/Questions

http://www.sjsu.edu/at/ec/docs/Canvas Student Tutorial.pdf or http://www.sjsu.edu/at/ec/canvas/index.html

You are automatically registered with canvas as a registered student of the course. Only registered students can access our canvas class. I will also be sending out emails through MySJSU periodically but my main method of communication will be through the announcement and messaging features of Canvas. Please ensure you are reading/receiving them.
Technical support is provided at the following places on campus when you are having technical difficulties such as password reset, browser problems, computer problems, and issues encountered when using Canvas courses.

• University Help Desk is the first point of contact for service and support to help you with password resets, login issues, email support and account requests. Located in Clark Hall, Room 102 Phone: 408.924.2377 Email: help@help.sjsu.edu Hours: Mon – Thur 8am - 9:45pm Fri 8:00am – 4:45pm http://www.sjsu.edu/helpdesk/
*You can also submit a help ticket using the University CANVAS Help Desk

• A.S. Computer Services Center has a computer lab with 100 computers that provided most major operating systems available from recently released versions of Microsoft Windows, to Linux, and Macintosh. Located in Monday 2-3pm the Student Union on the 3rd floor Phone: 408.924.6976 Hours: Mon - Thurs 8:00am – 10:00pm; Fri 9:00am - 5:00pm http://as.sjsu.edu/ascsc/index.jsp

• PC Help Line assists you with troubleshooting issues you may encounter while using your PC. Phone: (408) 924-1111

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or another communication system as indicated by the instructor) to learn of any updates.

Course Description
History 20A provides a survey of continuity and change in society, culture, institutions, and the environment from the Reconstruction to present. Completion of this course and History 20B fulfills the F1—U.S. History portion of the American Institutions graduation requirements.

GE Learning Outcomes (GELO)
Upon successful completion of this course, students will be able to:

1. GELO 1 (US1): Describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students will be asked to analyze certain subtopics. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

2. GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

3. GELO 3 (D2): Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
Assessed by multiple-choice and essay questions on weekly exams, primary source problem activities, poll questions and composition assignments.

4. GELO 4 (D2): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. Assessed by primary source problem activities, poll questions, final essay and composition assignments.

5. GELO 5 (D2): Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems in the context of U.S. history. Assessed by primary source problem activities, poll questions, final essay and composition assignments.

Course Learning Outcomes (CLO)

1. CLO 1: Distinguish between primary and secondary materials and decide when to use each

2. CLO 2: Develop a methodological practice of sifting, analyzing, ordering, synthesizing, and interpreting evidence.

3. CLO 3: Identify and summarize other scholars’ historical arguments.

4. CLO 4 Apply historical knowledge and analysis to contribute to contemporary social dialogue.

5. CLO 5 Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed. CLO 6 Generate significant, open-ended questions about the past and devise strategies to answer them. CLO 7 Read the history text, study and take notes and then apply the knowledge in class.

Required Texts/Readings

Textbook


One of the texts for this course is Globalyceum American History Though your course shell in Canvas you will find a link to subscribe to Globalyceum. DO NOT subscribe directly through the site. The cost of this subscription is $39.99. You can also purchase a print copy of the essays, or text chapters on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit, or check/money order.
Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, Firefox, and Safari browsers. If you have any technical Problems during the term, please contact support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

Other technology requirements / equipment / material
We will be using the schools video conferencing software, Zoom, which is free to all students. Please make sure to have a video camera and audio capabilities on the device you use to participate in our scheduled learning calls.

Library Liaison
History’s Library Liaison is Nyle Monday who can be reached at Nyle.Monday@sjsu.edu or (408) 808-2041. While he is available during working hours for e-mail inquiries, you should schedule appointments with him if you need extensive one-on-one research help using library resources.

Course Requirements and Assignments

1. Each week you will take a 5-15 question-reading quiz on Globalyceum. The quizzes will be due Sunday night before 11:55pm. These quizzes cover the reading from the textbook that will be relevant to that week’s class topic. (29 quizzes = 180 points)
2. At the start of class students will complete the reading notes outlined in Globalyceum. (1 outlines, 15 points= 15 points)
3. In addition, you will be 2-3 primary source problems or learning activities to analyze per week. (15 activities, 10 points each = 150 points)
4. You will participate in 1 Video Conferences and engage in a historical skills discussion or game with middle school students. (20 points)
5. You will complete 4 penpal assignments with middle school students (10 points per discussion= 40 points)
6. Composition Assignment: There will be 6 writing assignments in the history portion of the course. The assignments are designed to help you formulate a historical argument based on historical sources. (4 activities-10 points, 15 points, 20 points, and 20 points= 65 points)
7. There will be 3 weekly reflections and/or discussions on topics related to weeks of study. Students will reflect on their learning and evaluate other students work. (10 points= 30 points)
8. There will be a Midterm Project and a Final Project. There will be no face-to-face final exam. You will turn in your projects online. (50 points each= 100 points)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.
Final Examination or Evaluation

There will be a Midterm Project and a Final Project. There will be no face-to-face final exam. You will turn in your projects online. The projects will consist of 2 term cumulative projects.

Grading Information

Quizzes, exams, and in-class work cannot be made up except in the case of a documented, valid reason, and you must contact me BEFORE the exam or due date by email or Canvas message. Any absence that is excused must be accompanied by official documentation. Your course grade will be determined by your total amount of points in the course based on the following scale.

Determination of Grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>96 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B minus</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C minus</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D minus</td>
<td>60 to 62%</td>
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</table>

This course must be passed with a C- or better as a CSU graduation requirement.
### Assignment Type

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Problem Activities</td>
<td>150</td>
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<tr>
<td>Outlining Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Composition Assignments</td>
<td>65</td>
</tr>
<tr>
<td>Quizzes</td>
<td>180</td>
</tr>
<tr>
<td>Class Discussions or Reflections</td>
<td>30</td>
</tr>
<tr>
<td>Middle School Video Conference</td>
<td>20</td>
</tr>
<tr>
<td>Pen Pal Discussions</td>
<td>40</td>
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<tr>
<td>Final Project</td>
<td>100</td>
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**Total Points: 600**

### Classroom Protocol

1. I expect students to meet the class deadline. Readings and required works are due the day assigned.
2. Opinions and discussion should be present in a respectful manner. Though perspectives may differ, students must understand that the scientific method of data collection and rational analysis of evidence is what governs conclusions and defines truth both in the university and in our secular society.
3. You will submit your own work electronically through Globalyceum and Canvas. All work must be your own and anyone else’s ideas must be properly cited.
4. There is to be NO conversing with middle school students outside of the channels used in this class.

### Late Work Policy

I do not accept late work. At the end of the semester, I will give all students 20 extra credit points. These 20 points will supplement any missed assignment that you might have. There may also be extra credit events to attend on campus. Look to announcements for more details.

### Attendance

Attendance in an online class is very important. I strongly recommend that you check into Canvas and Globalyceum 2-3 per week if not more.

### University Policies

Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc., is
History 20B, Fall 2019, Course Schedule

*The schedule is subject to change with fair notice and please stay on top of all course changes through Canvas and Globalyceum.*

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments - All assignments will be due Sunday before 11:55 pm of that week, unless noted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21</td>
<td>Introduction and The Gilded Age: Read week 2 readings&lt;br&gt;Assignments: Introduction Forum, purchase text, syllabus forum</td>
</tr>
<tr>
<td>2</td>
<td>8/26</td>
<td>The Gilded Age and the Progressive Era, 1877-1914&lt;br&gt;Reading: The Gilded Age&lt;br&gt;Reading: American Imperialism, 1870-1920&lt;br&gt;Reading: Reform&lt;br&gt;Reading: Populism: Peril or Promise? (Topical Essay)&lt;br&gt;Reading: Progressive Action&lt;br&gt;Assignments: The Gilded Age and the Progressive Era, 1877-1914&lt;br&gt;Reading Quizzes; Activity Jacob Riis, Focus Questions and Answer Notes</td>
</tr>
<tr>
<td>3</td>
<td>9/2</td>
<td>The Gilded Age and the Progressive Era, 1877-1914&lt;br&gt;Reading: Populism: Peril or Promise? (Topical Essay)&lt;br&gt;Assignments: Populism: Peril or Promise? Reading Quizzes, Activity: Election of 1912, Discussion</td>
</tr>
</tbody>
</table>
| 4   | 9/9  | WWI and the 1920s, 1914-1929  
Reading: America at War and Peace  
Reading: The Jazz Age  
Reading: The Great Crash  
Assignments: WWI and the 1920s, 1914-1929 Reading Quizzes; Activity Advertising, Composition Thesis, Middle School discussion |
|------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | 9/16 | WWI and the 1920s, 1914-1929  
Reading: America Enters WWI, 1914-1918 (Topical Essay)  
Assignments: America Enters WWI, 1914-1918 Reading Quizzes, Activity: WWI Propaganda, Discussion  
Service Learning Call (see announcements for dates, login information, and assignment details) |
| 6    | 9/23 | The Great Depression, 1929-1941  
Reading: The Great Depression  
Reading: The First New Deal  
Reading: The Second New Deal and the Road to War  
Assignments: The Great Depression, 1929-1941 Reading Quizzes, Activity Roosevelt Letters, Discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9/30</td>
<td>The Great Depression, 1929-1941</td>
<td>Reading: The First New Deal Reading: Visual Americanism: The Art of the New Deal (Topical Essay)</td>
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<td>Assignments: The First New Deal Reading: Visual Americanism Reading Quizzes, Activity; Dorothea Lange, Composition Outline, middle school discussion</td>
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<tr>
<td>8</td>
<td>10/7</td>
<td>WWII and the Cold War, 1941-1972</td>
<td>Reading: World War II</td>
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<td>Reading: The Cold War Reading: Red Spies in America: Rise of the Reading: Vietnam</td>
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<td></td>
<td>Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes; Activity Japanese Internment and Reality of War on the Homefront, Discussion</td>
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<tr>
<td>9</td>
<td>10/14</td>
<td>WWII and the Cold War, 1941-1972</td>
<td>National Security State (Topical Essay)</td>
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<td>Assignments: National Security State Reading Quizzes; Activity Anti Soviet Propaganda, Composition Final Draft, Middle School Discussion</td>
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| 10 | 10/21 | Post-War America, 1945-1972  
Reading: The Post-War Boom  
Reading: Racial Equality  
Reading: "The Color of America has Changed": The Long and Wide  
Assignments: Post-War America, 1945-1972 Reading Quizzes, Activity Love Canal |
| 11 | 10/28 | Post-War America, 1945-1972  
Reading: "The Color of America has Changed": The Long and Wide  
Civil Rights Movement (Topical Essay)  
Assignments: Post-War America, 1945-1972 Reading Quizzes; Activity Voting Rights of 1965, Composition Thesis #2 |
| 12 | 11/4  | The Conservative Turn, 1972-2000  
Reading: The Heritage Foundation, 1974  
Reading: The Re-election of Ronald Reagan, 1984  
Reading: New Taxes, 1990  
Assignments: The Conservative Turn, 1972-2000 Reading Quizzes, Activity Rodney King, Discussion |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
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</thead>
</table>
| 11/11 | The Conservative Turn, 1972-2000  
Reading: Conservatism and the Politics of Foreign Policy, 1972-1980 (Topical Essay)  
Assignments: WWII and the Cold War, 1941-1972 Reading Quizzes; Activity Rise of Incarceration and Composition Outline #2, Middle School Discussion |
| 11/18 | The Changing American Economy  
Reading: Deindustrialization and the Rise of the Service Economy  
Reading: The Effects of Automation and Globalization  
Reading: The Financialization of the American Economy  
Assignments: The Changing American Economy Reading Quizzes, Discussion, Activity: College Graduation and the Labor Market |
| 11/25 | Thanksgiving Break |
| 12/2  | The Changing American Economy  
Reading: Gay and Lesbian History, 1945-present (Topical Essay)  
Assignments: Gay and Lesbian History, 1945-present Reading Quizzes, Activity: Clinton’s 1995 Speech on Welfare Reform |
<p>| 12/11 (note different due date than usual due to campus) | Final Composition #2 Due ONLINE 12/11 before 11:55pm |</p>
<table>
<thead>
<tr>
<th>final exam schedule</th>
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